



2011 Four-year Adjusted Cohort Graduation Rate

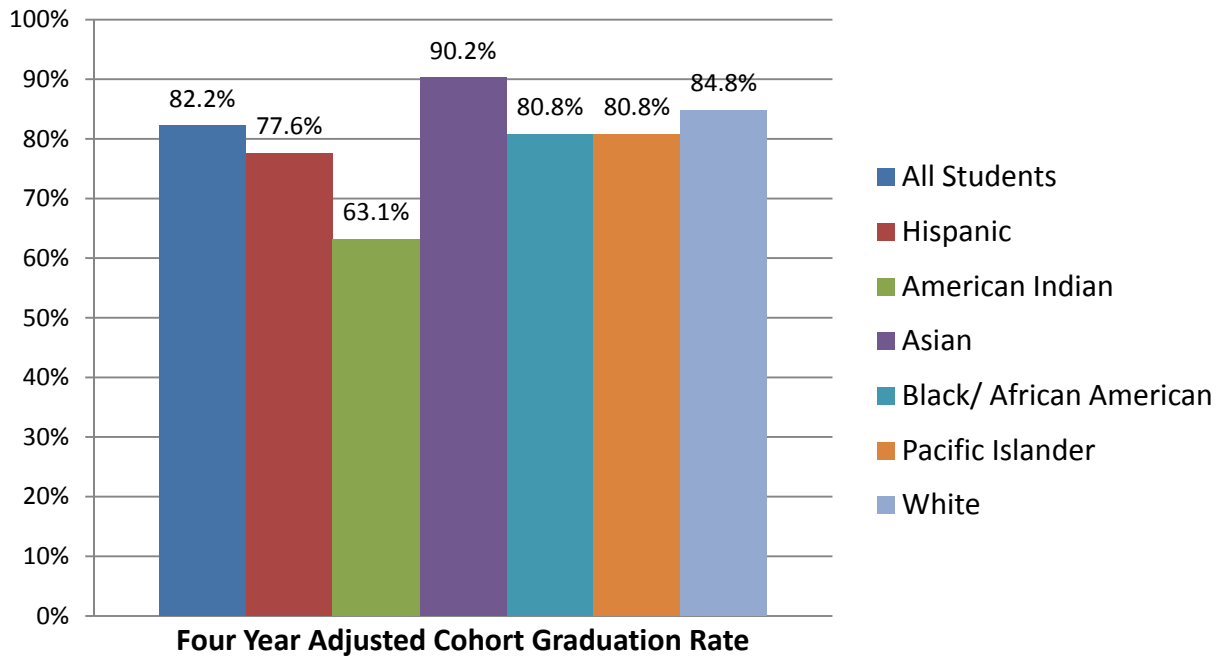
The graduating class of 2010-2011 is the first cohort for which the MT Office of Public Instruction is able to calculate a four-year adjusted cohort graduation rate¹. This rate is the percentage of students in a cohort, adjusted for transfers in and out of school, district, or state, that graduate with a regular high school diploma within four years of the student's first enrollment in ninth grade. For the graduating class of 2011, the cohort began ninth grade in the fall of 2007.

Note that the numerator includes only students earning regular high school high school diplomas in four years or fewer. Students earning General Education Development (GED) certificates are not included; nor are students who graduate in more than four years, even if the student has an individualized education plan (IEP) that specifies more than four years for completion of graduation requirements. For the calculation of the four year cohort graduation rate, both sets of students here are included in the adjusted cohort (denominator), but are not included in the count of students earning regular high school diplomas (numerator).

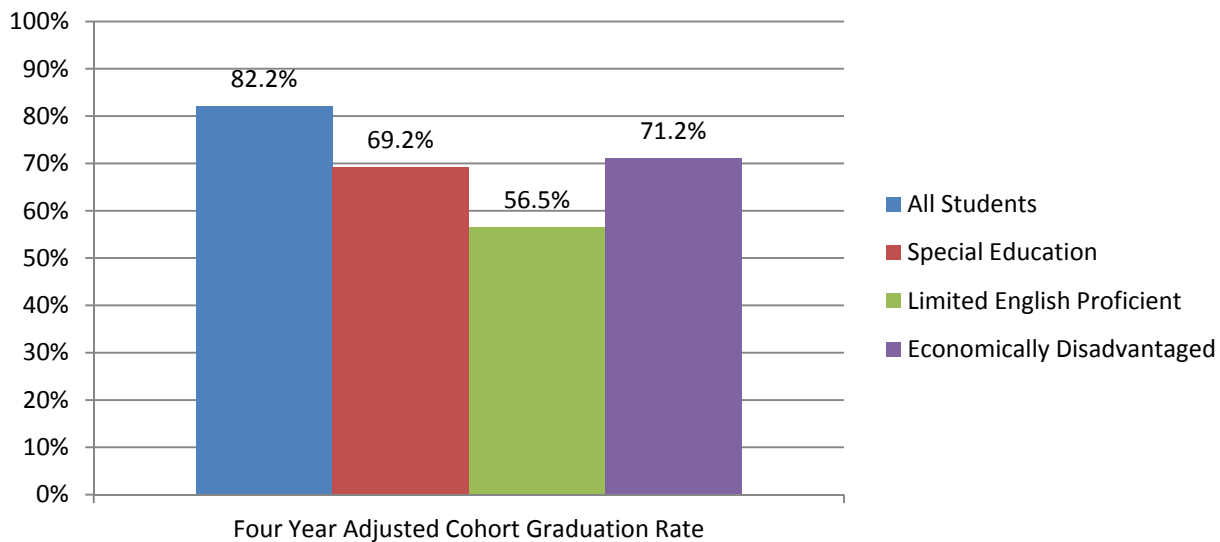
		Dropouts by grade						
	Graduates	9th	10th	11th	12th	Total	Continuing	Cohort rate
All students	9445	312	479	447	454	1692	358	82.2%
--By Race/ Ethnicity								
Hispanic	253	13	14	20	9	56	17	77.6%
American Indian	810	127	111	89	60	387	86	63.1%
Asian	83	1	2	0	4	7	2	90.2%
Black/ African American	80	4	8	2	3	17	2	80.8%
Pacific Islander	21	2	1	0	1	4	1	80.8%
White	8198	165	343	336	377	1221	250	84.8%

Special Education Students	1034	50	107	105	94	356	105	69.2%
Limited English Proficient Students	294	72	45	34	18	169	57	56.5%
Economically Disadvantaged Students	3372	230	328	288	283	1129	237	71.2%

Montana Cohort Graduation Rate, 2011, By Race/Ethnicity



Montana Cohort Graduation Rate, 2011, by Student Group



The Race/Ethnicity for a student is based on the final enrollment in AIM, the statewide student information system. For the purposes of the Adequate Yearly Progress (AYP) process, OPI uses a six value race code that does not include a multi-racial option. The AIM RaceEthnicity value is used where available. If a student has only the new, two-part question RaceEthnicityFed value, that value is converted via a crosswalk-back to one of the old RaceEthnicity values.

A student is included in the Special Education, Limited English Proficient (LEP), or Economically Disadvantaged categories if any enrollment in high school grades (09, 10, 11, 12, and Ungraded high school class) for that student shows a membership in the category. Student membership in the Economically Disadvantaged student group is determined by eligibility for free or reduced price meals at the school attended.

“Graduates” includes all students graduating on-time or early (Diploma Period values 01, 02 and 03). “Dropouts” include only students with an enrollment end status of 300, 310, 320, 330 or 340 in the final enrollment. “Continuing students” include all students who neither graduated, nor dropped out, nor have a final status to indicate that they are no longer in the cohort (final enrollment end status of 160, 170, 180, 190, 500 or 510). Most continuing students have an enrollment end status of 100 (continuing enrollment at the same school).

The data above are for students who exited from (had a final enrollment in) a Montana public school. Data from private accredited and state-funded schools was used to calculate cohort entry dates.

ⁱ A cohort graduation rate follows the students who are first-time ninth grade students in a particular year and determines the percentage of these students who graduate in a given time frame (e.g. four years). For instance, a four-year cohort graduation rate for the first-time ninth grade students in the 2007-08 school year would represent the percentage of these students who graduated by the end of the 2010-11 school year.